R E P O R T R E S U M E S

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ENGLISH AS A SECOND LANGUAGE, COURSE OF STUDY, OPERATION HEAD START PROJECT 0162.

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IMPERIAL COUNTY SCHOOLS, EL CENTRO, CALIF.

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A PROJECT HEAD START COURSE OF STUDY WAS DEVELOPED TO BE USED AS A GUIDELINE FOR TEACHERS WORKING WITH NON-ENGLISH SPEAKING MEXICAN-AMERICANS IN A 1965 SUMMER PROGRAM OPERATED BY THE CALEXICO, CALIFORNIA, SCHOOL DISTRICT. THE OBJECTIVE OF THE PROJECT WAS TO RAISE THE CULTURAL AND EDUCATIONAL LEVEL OF DISADVANTAGED PUPILS. EMPHASIS WAS PLACED ON ENGLISH LANGUAGE BASIC VOCABULARY DEVELOPMENT THROUGH NATURAL INTEREST IN COMMON EXPERIENCES. SESSIONS WERE SCHEDULED FOR 3 1/2 HOURS DAILY FOR 6 WEEKS. PRE-SCHOOL AND KINDERGARTEN SUGGESTIONS INCLUDE FIELD TRIPS, FAMILY PARTICIPATION ACTIVITIES, CLASSROOM PREPARATION IDEAS, AND OPENING OF SCHOOL PREPARATIONS. NO EVALUATION WAS REPORTED. (SF)

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OPERATION HEAD START PROJECT 0162

COURSE OF STUDY

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English As A Second Language

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TITLE IB OF THE ECONOMIC OPPORTUNITY ACT OF 1964

OPERATION HEAD START
(Project No. 0162)

Summer 1965

A Pre-School Program
Planned and Implemented by
Calexico School District

Project Director	Carl L. Varner, Superintendent Calexico School District
County Office Consultant for the Calexico Program	Mrs. Ruth Fifield, Director of Special Programs
County Board of Education	Mrs. Margaret A. Gunterman, President Philip J. McAndrews, Vice-President Mrs. Charline F. Jones James F. Tuttle Mrs. Mary Louise Walker Olin R. Gresham, Secretary
County Superintendent of Schools	Olin R. Gresham

IMPERIAL COUNTY SCHOOLS

El Centro, California

"Operation Head Start" as a section of the Economic Opportunity Act, passed by Congress in 1964, provided funds to prepare pre-school children for entrance into kindergarten. The summer school program in Calexico provided enriched experiences by a trip each week for the pupils to increase their understanding of community life.

In this publication, developed by the Calexico School District, are lesson plans to guide teachers in helping children understand the community in which they live and to teach a basic vocabulary in English for pupils whose mother-tongue is Spanish.

The County Schools Office commends Mr. Carl L. Varner, Superintendent of Calexico School District and his staff for their continuing interest in providing additional programs for children in school in an effort to offer equal opportunity to all pupils.

This office also endorses special programs that allow children the advantage to achieve to the best of their capacity. In the past, workshops have been offered in Imperial County to assist teachers in the implementation of these programs and have collected and placed in the Curriculum Library and the Audio-Visual Department instructional materials pertinent to the program.

The County Superintendent and his staff are proud to be associated with the administrators and teachers working in this area.

Olin R. Gresham
County Superintendent of Schools

CALEXICO PUBLIC SCHOOLS

Operation Head Start Project 0162
Summer 1965

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Teacher's Aides

Mrs. Concepcion Monreal
Mrs. Emma J. Lapham
Mrs. Janet Prince
Mrs. Rachel M. Horton
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In-Service Training

Dr. Morrow Stough and Staff — San Diego State College
Mrs. Ruth Fifield, Consultant — Imperial County Superintendent's Office

CALEXICO PUBLIC SCHOOLS

Operation Head Start Project #0162 (Pre-School)

The following course of study was developed by a member of the staff and the lesson plans were developed to be used as guidelines for teachers working with Mexican-American pupils who were non-English speaking. The vocabulary used in the audio-lingual approach was based upon the field trips that the pupils participated in.

While objective test results are not yet available, the writer feels that in other areas of subjective evaluation the program was highly successful. The field trips to the zoo, schools, super market, health center, and train were new and exciting experiences which created additional motivation to learn new words in English. Their attendance at school was excellent. The pupils reacted favorably to the individual and small group instruction. Many of the pupils adopted the junior and senior high volunteer aides as big brothers or sisters.

The reactions of the teachers and teacher's aides to the project were very favorable. Several of the parents commented that their son or daughter really enjoys school and monopolizes the conversation at the dinner table.

At present, a follow-up project is being submitted for approval to the Office of Economic Opportunity.

On behalf of the school administrative staff and Board of Trustees, the writer would like to thank all the personnel, both paid and volunteer, who helped provide over 100 of our pupils with rich and rewarding educational experiences.

The writer feels confident that statistical test data now being tabulated will show significant gains for the pupils involved in Operation Head Start and that summer projects for pre-school children will be organized in many more communities next summer.

Carl L. Varner
Project Director

COURSE OF STUDY FOR PRE-SCHOOL PUPILS

SUMMER SESSION

8:00 A.M. - 11:30 A.M. - DAILY

MONDAY THROUGH FRIDAY

By instituting Project Head Start, the administration hopes to raise the cultural and educational level of pupils of meager background to approximate that of native speakers before they begin kindergarten. It is planned that Project Head Start will give strong emphasis to the development of English usage and comprehension through experiences and situations which are of real significance to the children. As children work and play together, under skillful teacher guidance, in a systematic and functional program, they will learn to speak and to think in English, as a natural consequence of this arrangement. Provision will be made for language development through the child's interest and desire to speak English and through teaching him suitable speech patterns and vocabulary. Concrete experiences to which the pupils will react by expressing themselves in English will occur during planned field trips, dramatic play and role playing, work periods, musical and art experiences, nutrition periods, pattern practice drill periods, and during physical activities, including active and quiet games.

In all phases of the program, the emphasis will be on the inclusion in the child's listening and speaking vocabulary of words that he will use immediately at home and in school and words he will encounter im his first reading. The teacher will limit the structures and words introduced to the number pupils can master. She will try to speak in patterns, using the same structures in many situations. Understanding between parents

and the school will be strengthened through parental help in supervising field trips and picnics, through their co-operation in setting up and operating car pools; and by their serving as aids in the classrooms. High pupil motivation and regular attendance are expected to accompany parental concern and involvement.

Suggestions for Summer Pre-School Field Trips

Fire Station	Newspaper
Zoo	Hospital
Post Office	Police Station
Supermarket	City Hall
County Health Center	Library
Telephone Co.	Pet Shop
Dairy Farm	Delaney Farm (Ponies)
Clothing Store	Experimental Farm
Bank	Dam and Power Drops(KICO)
Radio Station	

Other suggestions could be taken from social studies framework and first reading books.

Suggestions for Family Participation Activities

Picnics

Elementary Band Concert

Pre-School Graduation

Luncheon (prepared by mothers)

Swimming Pool

SOME SUGGESTIONS CONCERNING PREPARATION FOR OPENING SCHOOL

CLASSROOM: It is important that the child's first impression of the room be pleasing. Try to create a friendly, inviting environment, using gay, happy colors and attractive pictures. Provide as many interest centers as possible:

A library table with picture books
A puzzle table with provision for careful storage of puzzles. Be sure to check daily before pupils leave to ascertain that no puzzle pieces are missing.
A clay center including sponges for clean-up.
A play house area where children engage in role playing related to home situations.
A block area for construction activities.
A transportation area adjacent to the block area, including trucks, etc., possibly an aquarium or terrarium.
Plants
Science table, magnets, magnifying glass, rocks, shells, seeds, etc.

Suggested themes for decorating: Bulletin boards on Safety, Health, Story-book Friends, i.e. LITTLE RED RIDING HOOD, THE THREE LITTLE PIGS, THE GINGERBREAD BOY, GOLDILOCKS AND THE THREE BEARS: PETS, the Zoo, Home and Community, Parks, etc.

NAME TAGS: Each teacher will receive thirty name tags, in the shape of bear cub heads cut from yellow and light brown construction paper...also some little safety pins for pinning tags on children. In dark letters, clearly print the names of pupils who are on your class rolls; thus the first day, you need only pin them on as the child arrives at your classroom.

FAMILIARIZE YOURSELF WITH THE CORRECT PRONUNCIATION OF THE NAMES OF PUPILS ON YOUR CLASS ROLL.

MATS FOR REST PERIODS: Paper mats with the pupils names printed on them should be in readiness for the first rest period. Tagboard or Kraft wrapping paper cut in three-foot lenghts are suitable. These mats can be used daily as they are easily stored and distributed.

PREPARATIONS

MATERIALS:

MONDAY:

Crayons
Newsprint, 9 x 12
Felt marker pens
Flannel boards
Story Cut-outs; LITTLE RED RIDING HOOD; story lines are
included in packet
MUSIC MANUEL; MUSIC THROUGH THE DAY
STORY BOOK: LITTLE RED RIDING HOOD (Has been ordered,
It might be wise to get copy form library in case order is not filled)

PUZZLES
BLOCKS
PLAY HOUSE ITEMS
PAPER RESTING MATS
STRAWS AND NAPKINS

TUESDAY:

Large wooden beads and laces

WEDNESDAY:

Large red ball
Doll

THURSDAY:

Judy Puzzle, The Bus

FRIDAY:

Sifo: The Old Woman laced in a Sho e

Monday

NAME TAGS:

In advance of the arrival of children, have their names printed in large, clearly visible letters on the bear name tags we have made for you. Print so that the name can be read easily from any point in the room. (Child's feeling of belonging is enhanced if he is referred to by name.)

As each child arrives, pin name on with safety pin. As he leaves for the day, unpin and save name tag to replace on him in the morning.

FRIENDS:

Try to see that each child knows or plays with at least one child as soon as he comes. Don't force the shy ones, but do encourage small group identification.

OPENING:
WELCOME: Pattern: Good morning, Mrs. .....

Teachers and aids will help pupils feel welcome and at ease. Suggest that children be seated as near the teachers and aids as possible, possibly in an informal circle, or divided into two very small circles.

GETTING ACQUAINTED:

Pattern: My name's Mrs. .....

What's your name?

Pupils who want to respond may do so, but shy ones are not forced. The teacher or aid simply models the pattern.

Much group practice gives the child security to try.
KEEP THIS SITTING PERIOD SHORT AND LIVELY, NOT OVER TEN MINUTES

Play "God Bless America."

EXPLORING OUR ENVIRONMENT:
ORGANIZATION FOR THE TRIP AROUND THE SCHOOL:
Pair pupils by having them hold hands. In most cases this is easily done by actually putting their hands together.

Pattern: He's your friend.

If a bilingual teacher is free, she may accompany pupils on the walk, increasing the ratio of adults to children.

Pattern: This is the office. (Playground, girl's washroom, boys' washroom, etc.) Do limit the number of places you identify by name. Probably, the office, the drinking fountain, washrooms, and playground, and OUR ROOM are enough for the first exposure.

Group Practice: This is the office.

Teacher: What's this?

Group: It's the office.

The boys and girls need many opportunities to practice saying these things. A few minutes of concentrated practice in informal situations where the patterns are meaningful may be given as frequently as opportunity and interest permit.

About 9: 00 a.m. TOILET AND DRINKS:

Teach pupils to flush toilets, wash hands, and to drink from fountain without touching it with lips.

LANGUAGE: Spend about ten minutes learning names of classroom features. Limit number to those most needed.

Suggested patterns: This is a table. (chair, crayon, piece of paper)
It's a table.

Do not prolong this controlled language period beyond time of high interest.
Work Period: Pattern: Draw an apple. Color it red.
Introduce one color only and give pupils only one crayon.

About 10: o'clock:

Review: Flushing toilet and washing hands. A short rest period.

Teach routine for serving and drinking milk.
Pattern: Would you like some milk? Thank you.
Please pass the straws. Please put the carton in the basket.

10:30 Story Period: LITTLE RED RIDING HOOD(Story is included in packet)

Bi-lingual t eacher will tell the story in Spanish. She will use the flannel board and felt figures.

Patterns in English: After the story has been told in Spanish, co-operatively review the sequence of events. Key sentences will be practiced in chorus for brief repetition drills:

What is she doing? (on flannel board Red Riding Hood is walking)
She is walking.
(Flannel board shows Grandmother in bed) What's she doing?
She's sleeping.
Yes, she is. She's sleeping now.
(Red Riding Hood knock on the door) Grandmother wakes up.

These patterns will be used by the children during their rest periods.

Free Play: Some construct the Grandmother's house.
Some play in the playhouse.
An aid helps a group work the Judy puzzle, LITTLE RED RIDING HOOD.

11:00 Wash Hands.

Music Period: God Bless America
Let's Go Walking: MUSIC THROUGH THE DAY.
STATE SERIES, Page 49

Encourage rhythmic movements
Large, free movements

LET'S GO WALKING

Let's go walking, walking, walking,
Let's go walking far, far away;
Let's walk back again, back again, back again,
Let's walk home again, back the same day.
(This song will prove to be useful later in substituting places visisted in trips for "home again"; examples; "in the park"; "to the market", etc.)

11:15 Children sit quietly in a circle. Ice Cream bars are eaten while events of the day are remembered.

Review: We played.
We sang.
We washed our hands.

Pattern to learn: We come to school every day.

11:30 GOOD BYES and DISMISSAL. Teachers and aids check carefully to see that pupils are picked up or know their ways home. It is important that children are happy as they leave and want to return in the morning.

Collect name tags and pins before dismissing class.

TUESDAY:

As pupils arrive, pin their name tags on them.

8:00 Opening
Greetings
God Bless America
Begin teaching The Pledge of Allegiance: Pupils can learn to hold flag; to salute flag as teacher repeats ;words of the Pledge.

Pattern: This is our flag.

Review: My name is .....
I'm here.

Brief Pattern Practice Drill:

Her name is Sandra.
What's her name?
Her name is Sandra.
What's his name?
His name is Manuel.

Colors: The flag is red, white, and blue.
Find red articles in the room, white and blue.

Patterns: Her dress is red.
His sox are white, etc.

ENVIRONMENT: Take walk to play area.
Teach safety on the equipment.
Pupils play outside.

9:00 Review washroom procedures, Flush toilets. Wash hands.

9:10 Controlled vocabulary drill: (appropriate actions)

Following directions; Patterns: (Keep drill short and lively)

Sandra, please stand up.
What is Sandra doing?
She is standing up.
Please sit down.
She's sitting down.
Walk to the door. (table, window)
He's walking.
Color the picture.
Draw a picture.

Work Periods:

On a 12 x 18 newsprint, pupils try to draw school with the flag. Give help and encouragement. Provide many opportunities for pupils to discuss the use names of colors.

10:00-10:30 Wash hands
Serve Milk
Rest
Patterns: I'm sleeping.
He's sleeping.
She's sleeping.

10:30 Story, LITTLE RED RIDING HOOD
Briefly in Spanish
Use story cut-outs and tell in English.
Help pupils remember the sequence of events.

FREE PLAY: Much conversation with teacher, aid and playmates. String large beads, in addition to previous list of activities, encourage group identification in small groups.

11:00 Toilet and hand washing.

Music: Review songs started Monday.
Walk to LET'S GO WALKING

11:15 Gather in friendly circle. Distribute ice cream and napkins.

Conversation: What we did today.
Review: WE COME TO SCHOOL EVERYDAY
We played today.
We sang today.
We drew today.

11:30 Collect name tags and pins
Good-Byes and Dismissal.

WEDNESDAY:

OPENING: Same as before. Greater pupil responses.

Teach: Touch the door. (the window, the table, the desk, my desk, the door, etc.)

Pattern drill: She's touching the desk, etc.

Learn: Articles of clothing:
It's my dress.
It's his shirt.
My dress is red, (blue, white)

Game: Have pupils sit in a circle. Help them get acquainted as follows:
Teacher: Sandra. (She rolls the big ball to Sandra.)
Sandra. Manuel. (She rolls the ball to Manuel)
Manuel: Lupe. (He rolls the ball to Lupe.)

Outside play on equipment. Review safety and encourage conversation as pupils play.

Work period Give opportunities for repetitions of patterns:
What color is it?
It's blue. (red, white)
Pupils draw a ball, a dress, or a box.

Nutrition as on previous days.

Story time: With pupil help, on the flannel board, retell LITTLE RED RIDING HOOD.

In chorus: She's walking.
Where is she going?
When story comes to appropriate point: "I want to eat you."

Dramatization: Let the girlsbe Red Riding Hood and the boys be the wolf. Manipulate the cut-outs and help each group with the simple statements at the right time. All of the girlsact out Little Red Riding Hood parts. All of the boys do the same for the wolf.

MUSIC, serve ice cream, and conversation in a circle as in previous plans.

THURSDAY:

New Patterns: Every morning I brush my teeth.
(With doll and tooth brush, act out this sentence.)
Every morning I wash my face.

Rhythms: Teach to walk and skip in a circle. (record player)

Pattern: I'm walking. (running, skipping, jumping.)

Outside play: Teach some to throw and catch ball.
Others play on slide.
Encourage conversation as they play.

9:00 English Patterns:
This is a school.
We play at school.
Calexico has many schools.
We are going to see the other schools.

9:30 Bus trip to see other schools. Last school to see is the High School. If possible, hear the band practice at the High School. See Swimming pool. Play on the play equipment adjacent to the pool. Picnic of milk and ice cream in the play area or at Rockwood plaza, depending on the temperature.

11:00 Washroom routines.
Rest period. listening to quiet records.

11:20 Conversation:
We rode on a bus.
We saw other schools.
We played at a different school.

11:30 Dismissal

FRIDAY:

Patterns: Every morning I wash my face. (Sandra washes her face)
Every morning I brush my teeth.
Every morning I comb my hair.
Every morning I put on my shoes.
(Let pupils use the wooden shoe to lace)
My shirt is red. (His shirt is blue, etc.)
Her dress is white.

8:30 Walk to the crossing guard
Teach Safety on the way to school.

Conversation on the way encourages pupils to use previously taught patterns.

Work Period Discuss the bus. Learn "Yellow"
Draw a yellow bus.

Construction: Build a bus with blocks.

Dramatize: Riding on a bus.

MUSIC: LITTLE RED WAGON: (in Music Through the Day, page41)
(in I Like the Country, page 16)

Words to Little Red Wagon:

Riding up and down in the little red wagon,
Riding up and down in the little red wagon,
Riding up and down in the little red wagon,
Won't you be my darling? (You may substitute "My Friend, please."

Hey! what's happened to the little red wagon?
Hey! what's happened to the little red wagon?
Hey! what's happened to the little red wagon?
Won't you be my friend, please?

Some children may turn their arms to simulate wheels going around; others may pull the wagon or drive one powered by a motor.

SUGGESTED SCHEDULE

Program is to be Flexible

8:00 - 8:20	Opening, roll call, Flag Salute, Conversation
8:20 - 8:40	Free Play or (if weather is hot) Outdoor Play Help pupils identify with a friend or small group
8:40 - 8:50	Oral practice
8:50 - 9:05	Washroom routine and serve milk Discourage dwaddling
9:05 - 9:20	Story time. Slow milk drinkers join the group as they finish their milk.
9:20 - 9:50	Outdoor Play (If weather is hot, exchange this activity with Free play period at 8:20)
9:50-10:10	Washroom and rest: Quiet records played
10:10-10:40	Work and Pattern Practice period. Develope a concept. Give oral practice. Art to re-enforce the concept.
10:40-11:00	Music, Rhythms
11:00-11:10	Washroom routine and serve ice cream
11:10-11:30	Conversation in small groups as pupils eat ice cream. Encourage pupils to review the events of the dayy. Try to use the oral patterns taught in class.

Second Week of Summer Kindergarten

Summary

General Area:

Vocabulary of school and home

Days of the week: Use Milton-Bradley Calendar

Colors: String Large wooden beads
Crayons
Color of articles of clothing

Time Concept: Start teaching; every morning, at night, etc.
Judy clocks

Getting ready for school: Every morning I wash my face. (comb my hair, eat breakfast, etc.)
Use dolls, Sifo shoe to lace, Hayes,
Health Posters, etc.

Family Members: Instructo felt cut-outs.

What Mother does: Playhouse activities correlated with appropriate oral practice

Ennumeration: Utilize every opportunity to count objects

Pets: Hayes Poster, Our Pets.
Judy Puzzles: The Cat, The Dog (Assist, if needed)
Flannel board: felt cut-outs, Pets

Trip: To the Imperial County Fairgrounds: The Animal Zoo....
note El Centro Park and motels en route.

Music and Rhythms:

Begin Indian Dance Step
Tone Bells: Mary Had a Little Lamb
The Pet Shop

Review: Let's Go Walking
Ten Little Indians
The Little Red Wagon
Story: The Three Little Pigs; Flannelboard cut-outs
Finger Plays: Two Little Blackbirds Sitting on a Hill; My Family
Ennumeration: Here's a Ball

Some Suggestions

Dwaddlers can waste time for all pupils. It seems best to plan activities geared to the pace of the majority and let dwaddlers catch up. Example: If a few are slow in finishing their milk or ice cream bars, initiate the next activity and allow the slow ones to join as they are ready. If it appears that the slow drinkers are just playing with their milk and really do not want it, just take it away and invite them to join the next planned activity.

The ice cream period should be a conversation time, as well. Have pupils gather in as small groups around an adult. As the children eat their ice cream, encourage discussion of the events of the day. Aftermost have finished, co-operatively summarize some of the things they have learned and provide choral practice on the significant sentences. This is an opportunity for meaningful repetition. Don't let the opportunity be lost by interruptions by brothers and sisters wanting to pick up children in advance of the 11:30 dismissal time. The last few minutes of the day are a good time to review the happy learnings that have occured and to re-enforce them.

During the rest period, soft music is helpful. A limited number of records played often enough that pupils become familiar with the melodies increases pupil enjoyment of this portion of the program.

Help pupils establish the expectation that they will be successful. Some of the ways of doing this are to give guidance as they work puzzles, help at crucial stages of play activities, and provide much repetition of oral speech patterns they will have opportunities to use.

Monday:

8:00 Opening Flag Salute and God Bless America

Patterns:
Jose is here.
Is Maria here?
Yes, she is. She's here.
Juan is absent.
Are you absent?
No, I'm not absent. I'm here.
Juan is sick.
Why is Juan absent?
He's sick.

Begin teaching the days of the week. Use the big calendars. Keep the tempo of the roll call rapid. To re-enforce the patterns, several times during the day, at appropriate times, bring them into the conversation and let pupils respond that Juan is not here. He's sick.

8:20-8:40 Free Play
Help each child identify with at least one friend. Establish small group membership for pupils, especially for quiet children.

8:40-8:50 Conversation

Telling about our families. "Who has a baby at home?" (This question limits the amount of vocabulary introduced at one time.)

Patterns:
I have a baby.
He's a boy.
His name is Manuel.

Her name is Sandra.
She is a girl.
She's at home.

8:50-9:05 Wash hands and serve milk.
continue to check that all pupils flush toilets and wash hands.

9:05-9:20 Story

As pupils finish milk, they may join a small group to hear a story. Until most of the pupils have joined groups, the adult might delay starting the story. by showing pictures and encouraging speculation about the pictures. "She's the baby." etc.

Story to present: The Three Little Pigs: Use the flannel board and tell the story in the present tense as the cut-outs are arranged.

9:20-9:40 Outdoor Play

Re-enforce learning of Safety in playing on the equipment

9:40-9:55 Washroom, drinks and rest.
Play quiet records while they rest.

10:00-10:15 Develop concept of "big" and "little"
Patterns: This is a big table.
This is a little table.
Is this ball little?
Yes, it is. It's a little ball.
It's a little ball.

You may draw stick men very quickly to illustrate big and little. Comparative sizes are easily shown by drawing chairs, cats, and other simple figures.

10:15-10:30 Pupils may draw and color a big ball and a little ball. Encourage conversation about the pictures.

10:30-11:00 Music and Rhythms

Ten Little Indians: Let pupils stand up as you indicate the number of Indians. Point to Juan to stand as "One little Indian" is sung; to Manuel for "two little Indians', etc. Next time the song is sung, let it be "Ten Little Indian Girls".

Review:
Let's Go Walking
Little Red Wagon

Creative Rhythms: To suitable phonograph music, have pupils walk, slide, and skip around a circle.

10:50-11:00 Wash hands and gather in groups. Serve ice cream bars.

11:00-11:15 Conversation in small groups as children eat ice cream.

11:15-11:30 Finger plays and " What We Did Today."

Review Pattern: We come to school every day. We come at eight o'clock.

Finger Play: My Family

Here is father(Thumb)
Here is mother (Fore Finger)
Here is brother tall(middle finger)
Here is the sister (ring finger)
Here is the baby, best of all (little finger)

Ennumeration

Here's a ball. (Thumb and finger of one hand)
Here"s a ball (Thumb and fingers of both hands)
And here's a great big ball (Fingers and arms above the head)
Now let's count them all...1. 2. 3. (Make circles as you count)

Tuesday:

Oral Practice: Review basic pattern: There are many schools in Calexico.
lead pupils to make substitutions for "schools".
Suggested patterns: There are many children in Calexico.
There are many houses in Calexico.
There are many streets in Calexico.
There are many cars in Calexico.
Pupils will really be communicating as they respond with additional sentences.
Give practice by substituting " in our school."
There are many children in our school.
There are many teachers in our school.

Help pupils establish automatic control over the "There are many..." pattern.

Music and Rhythms:
Begin to teach dance steps as follows:(At fir st, very slowly)
Toe Heel: (To tune of Ten Little Indians) Step on ball of foot, lower heel as other foot comes forward. Keep knee loose. After pupils can do this, the rate may become faster. The more rapid pace tends to keep the feet from the body.

Story Time: Re-tell Little Red Riding Hood:
Boys may be the wolves and the girls may be Red Rding Hood. Some of the pupils will be trees. Riding Hood Hides behind the trees when she runs away from the wolf.

The Three Little Pigs: Use the flannel board. Help pupils repeat parts of the dialogue.

Work and Creative Art Period:

Develop concept of three. Ennumeration, one, two, three. Count many things. Pupils draw three things. Help pupils succeed.

Wednesday:

Oral Practice: Review Pattern: Every morning, I wash my face.
Every morning, I put on my dress.

Continue with sentences they suggest.
Everyday we drink milk at school.
Everyday we play at school., etc.

Display the Instructo House.

Every night I sleep in my bed. (Put bed in bedroom)
This is the bedroom.
Every day I wash my face in the bathroom.
This is the bathroom.

Discuss "Our House."

We have a cat at our house.
I have a dog at my house.
My sisters and brothers live at our house.
My sisters and brothers live at my house

Juan has a dog at his house.
Who has a cat?
Encourage pupils to talk about their pets.
What color is our dog? etc.
Discusss Little Red Riding Hood's dog.

Pattern to teach:

Dogs are animals
... are animals. (Cats, pigs, wolves, chickens, fish, etc.)

Finger Play:

Two little blackbirds sitting on a hill,
One named Jack(Show one thumb)
One named Jill.
Fly away Jack(Hand flutters away)
Fly away Jill (Other hand flutters away)

Finger Play(continued)
Come back Jack
Come back Jill

Work and Creative Art Period: Continue ennumeration concept.

Draw two little blackbirds.

Music: The following can be played on tone bells:
Mary Had a Little Lamb: (It is in Music through the Day), page 96.

Thursday:
Prepare pupils for the bus trip to the Animal Zoo at the Imperial County Fairgrounds. Discuss the fact that we will pass motels and will go through El Centro and also near the city of Imperial.

Patterns: We live in houses.
Some people live in motels for a day.
Some people live in motels for two days, etc.

Review: "There are many cities in Imperial Valley.
Calexico is a city.
El Centro is a city.
Imperial is another city.

Review the days of the week.
Every Thursday we ride on the bus.
We sit down on the bus.
We talk quietly on the bus.
We like to ride on the bus.

Re-enforce classification of animals.

Serve milk as early as possible, at least by nine o'clock.

Buses will load promptly at 9:15. Please be sure pupils have been toileted and are ready to get on the bus at that time.

Itinerary:
Highway (99) to the Fairgrounds.
In El Centro, buses will stop briefly for pupils to see the Park on Adams. Will not leave bus. Also, will stop to observe the motels, but pupils will remain in their seats.

At Imperial Fair Grounds: Buses will park as near the Animal Zoo as possible. We have checked and the zoo will be open. Restroom facilities are available. There is a picnic area nearby.

Pupils will be organized into small groups to view the animals. At 10:30 ice cream will be served in the picnic area. After pupils have eaten their ice cream, they will return to the buses for the return trip. Slow eaters may finish their ice cream while assembling near the buses, but no sticks are to be taken on the bus.

Friday:
Review the days of the week.
Review patterns:

Every day I put on my shirt. (dress, shoes, etc.)
Mother cooks in the kitchen.
I sleep in my bedroom. (Review rooms of house)
I have a dog. (cat, bird, other pets)
Dogs are animals. etc.

Converstaion about animals we saw at the zoo.

Work and Creative Art Period:
Along the chalkboard, put up a series of pictures. Include pictures that are animals and many that are not (flowers, pans, etc.)

Juan goes up and selects the picture of a cat, "This is a cat. Cats are animals." He puts it into the animal area or box. Then he chooses Sandra to see if she can select an animal. If a child cannot find an animal, the teacher will help him to succeed.

Help children draw "An Animal I Like."

Music and Rhythms: Re-enforce ennumeration by doing the Indian step learned earlier in the week.
On tone bells: In the Pet Shop (It is in Music in Our Town., p. 74)

Converstaion: During the ice cream period, review the things the pupils did this week.

We went to the zoo.
We danced.
We sang.
We saw many animals.

Review finger play: Two Little Blackbirds.

Third Week of Project Head Start Kindergarten

One of the main objectives of this program is to help pupils form the expectation of success. In all activities, take precautions against failure for pupils. If a pupil hesitates when he is asked, "What did you see?" quickly rephrase the question and ask "Did you see a truck?" (or whatever the response should be.) He can answer the latter question, even though the first may be beyond his capability.

The more media we provide for self-expression, the more ready pupils will be to participate in the educational process. If possible, arrange easel painting centers in your classroom this week. Powder paint and brushes are available. It helps to add two tablespoonsful of liquid starch to a milk carton (1/3 quart size) of powder paint mixture.

It would be nice to plan fingerpainting for your group. Liquid starch and dry powder paint will serve the purpose very well. Just bring plenty of newspapers or a plastic cloth to protect the floor or table. With this age group, it is best to let only one or two engage in finger painting at one time unless adequate adult supervision is available for larger groups.

Please do encourage volunteers to participate in your classroom activities. Pupils need opportunities to talk on a one-to-one basis with adults and older youths. Junior and senior high school boys and girls can make fine contributions and will receive satisfaction in knowing that they are doing a community service. Let's take advantage fo their willingness to help the pre'schoolers.

In discussing "What Father Does" or "What Mother Does', we might use our felt cut-outs placed on the flannel board as the Mother and Father in our pattern sentences to preclude any problen where the child's father is unemployed, ill, or absent or where the mother does not do the things being discussed.

Parental envolvement is a primary focus of concern in the project, Operation Head Start. Typically, parents of culturally deprived children stay away from school. Parents who do not come to school cannot know what is taking place at school, and cannot reinforce the efforts of the teachers. We need to involve the parents so that they will raise their aspirations for their children with regard to academic and social achievement. During these weeks of Head Start, we have an opportunity to have parents visit, assist, and become active participants in classroom activities.

Please do all you can to get parents to come and help in your class. When a mother is present, let her know how helpful her attendance is. Encourage her usefulness by giving her specific assignments so that she feels needed and wanted.

Tuesday:

Opening: Flag Salute and God Bless America. Discuss Fourth of July.

Review patterns: Is Tony here?
Yes, he is. He's here.
Is Manuel here?
No, he isn't. He isn't here.
Today is Tuesday.
We come to school on Tuesday.

Use Judy clock: We come to school at eight o' clock. (For mature pupils)
We come to school in the morning.
Did you comb your hair this morning?
Yes I did. I combed my hair this morning.
(brushed my teeth, etc.)

On Calendar, show "last week."

Conversation: What we did last week.
Hayes- Health Posters
Animals we saw at the zoo.

8:20-8:40 Outdoor Play: Teach ball bouncing to pupils who do not possess this skill. Use large ball.

8:40-8:50 Washroom Routine and Drinks: Check to be sure hands are washed.

8:50-9:20 Serve milk: Encourage small group discussions during the time pupils are drinking their milk.

Story time: As pupils finish their milk, they will join the story circle.

9:20-9:50 Free Play: Help each pupil identify with a small group. Be sure each child has at least one friend.

Playhouse, blocks, Judy Puzzles(cow, dog, cat): Check to be sure all pieces are accounted for. By helping any child who has not been able to complete his puzzle, you make sure all pieces are in the puzzle before it is replaced in the puzzle rack.

9:50-10:10 Washroom and rest: Provide quiet music for rest period.

10:10-10:40 Develop concept of difference between our pets and stray animals.
We play with our pets.
We play with our dogs. (cats, animals)
We don't touch other dogs. (cats, etc.)

Draw pictures of pets or animals we saw at the zoo.

10:40-11:00 Music and Rhythms.

11:00-11:10 Washroom and serve ice cream.

11:10-11:30 Finger Plays: Give practice on
Two Little blackbirds sitting on a hill,
One named Jack, and the other named Jill.
Fly away Jack, fly away Jill
Come back Jack, come back Jill
Two little blackbirds sitting on a hill,
One named Jack and the other named Jill.

My Family
(Thumb) Here is father.
(Fore finger) Here is nother.
(middle finger) Here is brother tall.
(ring finger) Here is sister.
(Little finger) Here is the baby, best of all.

New Finger Play:
Here is a box. (Tuck thumb in hand)
Here is the top. (Other hand over the box)
Lift up the lid,
Out Jack will pop. (Thumb comes up.)
Summarize: What we did today. (Discourage any early leaving of the room.)

11:30 Dismissal and Good-byes.

Wesnesday: Same schedule as Tuesday.
Provide for repetition of patterns introduced yesterday.
Develop concept of buying food and clothing at the store.
Prepare for the trip to the market tomorrow. We will go to Fed-Mart.
Pattern Practice Drill: I like apples.
I like that toy. (ball, car, etc.)
Substitute items they will see at the store.

Patterns: Mother buys milk at the store.
Apples cost money.

Teach: Use the flannel board enlarged coins andi teach penny, nickel and dime.

Story: The Gingerbread Boy
Give pupils practice in the repetition of f appropriate lines.

Art: Items of food and clothing to look for att the Market.

11:10-11:30 Conversation and Finger Plays

Re-enforce the concepts that:
We buy food at the store.
Food costs money.
This is a nickel. (penny, dime)

Urge pupils to bring their mothers to school tomorrrow to go on the bus trip.

Thursday:

Arrangements have been made to visit the Fed-Mart Store. The manager has asked that we arrive by 9:30 because they become bussy at about ten o'clock. They plan to show pupils all phases of the store operation. They will show pupils how they handle food and merchandise from tthe time it arrives at their store until the customer takes his purchases to hhis car.

There will be opportunities for conversation at the parking lot. Let pupils tell the colors of cars and trucks. Let them count truckks, blue cars, etc. They can point out cars that are the same and cars thatt are different

8:45: Drink Milk

Please use the milk drinking time for conversation. Adultss or older pupils may sit at tables with small groups of children and encourage discussion of the plans for the trip to Fed-Mart.. This is an important part of the field trip activity. Please don't omit it.

9:00 Washroom. Ask all pupils to visit the washroom in readineess for the trip.

9:15 Buses load.

9:30 Arrive at the Fed-Mart.

10:15 Ice cream at the Rockwood Plaza Park.

If the weather permits, we will visit the playground on Mary Street, back of the library.

11:00 Arrive at school.
Washroom and drinks.

11:15-11:30 Conversation

Patterns: Did you see any cars?
Yes, I did. I saw many cars. (lots of cars)
Do we buy fruit at the market?
Do we buy clothes at the market?
Discuss kinds of clothes they saw at the store.
Discuss kinds of food they saw at the store.

This conversation period will provide opportunities for the children to really communicate and use the English they have been learning. It is hoped the schedule will allow ample time for them to talk while they are motivated by the trip.

Friday:

Opening: During the opening exercises, "What did you see above the Fed-Mart store yesterday.?
"We saw the American flag."

Pattern Practice: We saw.....
We went to.....

Free Play: Block Play: A Store
Parking lot
Playhouse: What Mother does.

Dramatize: The Gingerbread Boy

Work Period: Classifying fruits and Vegetables. Show pictures of foods.
Patterns: It'a a fruit. (Ther're)
It's a vegetable.

Song: The Candy Shop, from I Like the City

11:10-11:30 Conversation: Show pictures in the Hayes Health posters folders.
Encourage pupils to use such patterns as:
We brush our teeth.
Play with your dog. Don't touch other dogs. Etc.

Fourth Week of Project Head Start Kindergarten

Vocabulary associated with school routines, days of the week, family, pets, food, and market has been introduced and practiced. Patterns will be constantly reinforced as we build by small increments on what has gone before. Teacher ingenuity will set the stage for pupils to use the sentences they have learned.

An understanding of the part transportation plays in supplying the markets with the things we saw there on our trip last Thursday will be developed this week. Food and supplies seen at the market will be related to the work that Mother does in the home, to family living, and to pets.

During all phases of the program, the child is leaning colors, learning to ennumerate by counting actual objects and children, and gaining confidence in his ability to cope with school. It is hoped that his experiences will be so happy that he will want to be present every day. This will be of primary concern to each teacher.

The suggestions for each day are just suggestions. Please feel free to enrich and adapt according to your own talents and interests.

There are extra sets of tone bells in the audio-visual room at Dool. Anyone who wants to use them is very welcome to borrow them.

Bus Trip:

Mr. Roy Lyons, Manager for the Southern Pacific Railroad, has made arrangements for us to see various kinds of railroad cars. They will be lined up in front of the loading platform at the El Centro Depot. He has asked that pupils not be allowed to get on the tracks at all, for safety reasons. To facilitate this, it would be a good idea to plan for as many mothers and teen-age helpers as possible to go along on this trip.

Types of cars to be shown:

Diesel Engine:	Pupils will note in what ways it is like the locomotive we saw at the Fairgrounds and in what ways it is different.
Caboose:	
Box Car:	
Piggy-back car:	This is a relatively new type. It can be loaded from a truck directly onto a train. When it reaches its destination, it is transferred back to a truck. No loading and unloading of cargo.
Tank Car:	Uses include molasses shipped in bulk to be used in cattle feed, in addition to the obvious uses.
Covered Hopper:	This is a box car that is funnel-shaped at the bottom. It opens up on the underside and its contents flow out. It is used for flax and other grains, and for sugar.

Pupils will get more value from the trip if they have a general idea of what to look for. Bi-lingual people can help here. It is hoped that much will be done on Monday, Tuesday, and Wednesday to build background for this trip. Pupil interest will also encourage adult participation in this trip.

On our way back to school, we will look at the trucking freight terminals.

Since there seems to be no adequate place to get drinks, we'll plan to return to Jefferson School by 11:00 and have the ice cream there.

Suggested Schedule:

8:00-8:30	Opening, Flag Salute, Pattern Practice Drill, Conversation, Sharing. Encourage pupils to share experiences and things they bring to school.
8:30-8:50	Outdoor Play Organize this period so that pupils are acquiring motor skills and growing in inter-personal relationships.
8:50-9:05	Washroom Routine and Serving of Milk Conversation groups for milk drinking time. Pupils participate in the serving and clean-up.
9:05-9:30	Story Time and Dramatizing of parts of the story Many opportunities for choral practice and small group repetition, as well as individual characterization, will occur. Often, let the whole class drill on the lines of one character before asking an individual child to say the lines.
9:30-9:50	Free Play Frequently, children will get their ideas for this period from the story time theme.
9:50-10:10	Washroom Routine, Drinks and rest Quiet records during rest period.
10:10-10:40	Pattern Practice and Work Period Develop a concept, give oral practice on it and have related work at pupils' tables.
10:40-11:00	Music and Rhythms
11:00-11:10	Washroom and Serving of Ice Cream
11:10-11:30	Conversation while pupils eat ice cream. Finger Plays Oral review of the days accomplishments. Encouragement of things to look forward to at school tomorrow. Children leave with a happy feeling of success, eager to return. Dismissal.

Monday:
Opening Conversation: What we saw at the store.

Patterns:
I saw some clothes.
Did you see any clothes?
Yes, I did. I saw some clothes.
Did you see any animals at the store?
No, I didn't. I didn't see any animals at the store.
Yes, I did. I saw some animals. I saw toy animals.
Did you see anything to eat?
Did you see anything Mother uses?
(This question elicits discussions of the irons, mixing bowls, refrigerators, etc.)

Outdoor Play: Flying Dutchman. Pupils identify with their partner, must keep his hand during the game. Play only a brief time.

Story Time and Dramatization Period:

On flannel board, introduce Goldilocks and The Three Bears

Supervised Work Period:

A picture of a bear has been included with these lesson plans.

Pattern Practice:
It's a bear.
It's a brown bear.
Can he walk?
Yes, he can. He can walk.
Count his legs. (feet, ears, etc.)
One, two, three, four. He has four feet.
How many feet does he have?
He has four feet.
(Give the unsure pupils confidence by letting them tell other animals that have four feet)

Give each child some Ceramatex clay. Let them play with it and try to make a bear or the bowl the bear eats his food in. Be generous with your help so that all experience staisfaction on their own levels of proficiency.

Clean-up: Have sponges and cloths available. Now is the time to teach that clean-up is a part of fun with clay.

Music and Rhythms: To the tune of Here We Go Round the Mulberry Bush:

(Include appropriate motions)

This is the way we wash our hands, wash our hands, wash our hands;
This is the wasy we wash our hands, so early in the morning.

This is the way we brush our teeth, brush our teeth, brush our teeth;
This is the way we brush our teeth
So early in the morning.

This is the way we comb our hair, comb our hair, comb our hair;
This is the way we comb our hair
So early in the morning.

This is the way we eat our food, ear our food, eat our food;
This is the way we eat our food
So early in the morning.

A few minutes of each Music period during the week may be spent learning these verses and adding others. By now the vocabulary has been taught; so this is a good opportunity for pupils to use it.

Summary of Day's Activities: Encourage each child to make at least one statement:

Suggested sentences:

Today I made a bowl.
Today I cleaned my table.
Today I washed the table.

Teacher: Tomorrow we are going to paint our bowls and bears.
Class: We are going to paint tomorrow.

Teacher: We are going to come to school tomorrow.
Class: We are going to come to school tomorrow.

Give group and individual practice in the use of "going to" future tense.

Tuesday:
Opening and Conversation:
Cars and trucks we saw in the parking lot at Fed-Mart.
Safety in relation to crossing the street. Use the Stop and Go sign for practice with appropriate conversation.
With your lesson plans is a poster, LOOK BOTH WAYS. It will motivate pupil discussion of safety.

Free Play: Pupils may want to lay out street with blocks and control traffic.

Story Time and Dramatization:

With Flannel board, re-tell The Three Little Pigs. Help pupils recall the sequence of events.

Goldilocks and the Three Bears: Tell the story, using flannel board. Tell pupils that tomorrow we will use the bowls we made of clay and will act out part of the story.

Supervised Work Period:

Paint with easel paint the clay bears and bowls the pupils made yesterday. Let pupils ask for the color of paint they want. Pupils who finish painting their bowl will enjoy watching the slower ones and discussing choices of colors with them. This is a good time for much conversation.

Music and Rhythms: Indian Dance step to tune of Ten Little Indian Boys.

Sing previously taught songs.
Continue learning This is the Way.

Closing Period: Conversation: Include, "Today we painted our bowls. Tomorrow we are going to use our bowls.

If any pupils were successful in making bears, "Today we painted our bears. Tomorrow we are going to use our bears."

We are going to come to school tomorrow.

Dismissal

Wednesday:
Opening Conversation: Continue discussion of Safety. Show the poster DON'T PLAY IN THE STREET, which is included with this lesson plan. Pupils will volunteer comments.

Pattern Drill: Cars go fast.
Trucks go fast.
Don't play in the street.

Review: I play with my dog.
Don't touch other dogs.

Show the poster: DANGER--(matches)
Don't touch matches.

Story Time and Dramatization:

Dramatize Goldilocks and the Three Bears: Let the pupils speak for the bears, using the bears they have made to move in accordance with the action of the story. From the bowls the pupils have made, select the three sizes of bowls.

Music and Rhythms: Reinforce learning of This is the Way.

Closing Conversation:
Tomorrow is Thursday.
Every Thursday we ride the bus.
Every Thursday we take a trip.
Every Thursday we see something.
Tomorrow we are going to see trucks.
We are going to see the train station.
We are going to eat ice cream in the park.
Urge pupils to bring their mothers to school to go on the trip with us.

Thursday:

Opening Conversation: Plan for the trip to the freight depots: railroad and truck lines.

Patterns:
We saw many things at the store.
How did they come to Calexico?
Some came on trucks.
Some came on trains.
We are going to see trucks and trains.
(Review kinds of railroad cars)

8:55 Serve milk and send pupils to washroom.
9:15 Buses load.
9:45 Buses arrive at Southern Pacific Depot in El Centro.
Buses park in area douth of the depot.
Pupils proceed, under close supervision, to the loading platform.
They are to stay off the tracks.
Southern Pacific will have a man there to explain the cars on display.
View truck terminals on return trip.
11:00 Return to Jefferson
Drinks, washroom, ice cream; Dismissal

Friday:

Opening Conversation and Pattern Drill:

Trains bring food to the Valley.
Trucks bring food to the stores.
Buses bring people to Calexico.
We saw trains. (buses, trucks)

Free Play: Relate to trains, buses, trucks. Blocks may be used to construct bus or railroad station.

Dramatic Play:

I'm riding on a bus.
or I'm riding on a train.
Where are you going?
I'm going to Los Angeles (San Diego, Salinas)
I'm the bus driver.

Music and Rhythms: Creative rhythms to train music. Teach a train song.

When the Train Comes Along: p. 74, in Music Through the Day.
"Children like to line up behind each other and play train. Of course the train goes fast and slow, goes through tunnels and around curves and finally pulls into the station." (Conversation opportunities abound)

"As the train gets underway, there will be shuffling steps to indicate it is gathering speed. It will pull up short when stopping for signals and ease gently into the next station."

Finger Play: (From the Austin, Texas Bulletin #642)

The Engine

Here is an engine (Use left arm for track and let the right hand be the engine)

That runs on this track (Run up and down arm)

It whistles--"Toot-Toot"

And then it runs back.

Fifth Week of Project Head Start Kindergarten

Some suggestions for increasing pupil interest in physical movements:

Teacher demonstration of action is more effective than verbal description.

Have pupils:
Stand on one foot and balance
Make their arms like wings
Lift one foot in back and bend downward
Stretch like a rubber band
Wiggle two small parts of the body at the same time, i.e. wiggle one foot and nod the head simultaneously
Pretend to be a fish
Bounce like a rubber ball
Pretend to go under a fence
Walk around the room very high. Very Low
Walk from low to high and back without changing speed

Try some of the above as pupils play Follow the Leader. These movements will add interest and suggest others to the pupils.

From: Children in Action, Los Angeles City Schools:

Plastic containers, Partially filled with sand, may be used to:
Knock over with thrown or rolled ball or beanbag
Balance on head while walking
Carry between two areas as quickly as possible
Play Simple games and relays

Beanbags may be used to:
Throw into a box or basket
Carry on head, shoulder, foot, or between knees
Aim at objects to be knocked over
Balance on head while hopping, jumping, skipping, running

For kindergarten children, stunts and exercises should be presented briefly and informally at frequent intervals as part of the daily program.. Children should be motivated to perform the activities vigorously and correctly. The fun element should be high-lighted.

A minute spent waiting for part of the class to join the group may be used thus:

"Can you do a Stork Stand on one foot until everyone is here?"

Or, Tow-Heel Rock; "Stand tall. Now rock slowly forward onto your toes and hold it. Now rock slowly back onto your heels and hold it. Did you keep your balance without wobbling?"

Some Stunts:

Dog Walk: Lean forward and place hands on floor; then walk like a dog on all fours. Then run in same position. Turns may be taken circling some object on floor, traveling a specified route; or a leader may be followed.

Rag Doll: Bend knees slightly; then bend forward at waist, letting arms and hands hang limp so that finger touch floor; walk in this position.

Stork Stand: Stand tall; then bend one leg, grasp ankle, and balance on other foot. Do the same thing, bending other leg and balancing on other foot.

Suggested Schedule:

8:00-8:30	Opening, Flag Salute, Pattern Practice Drill, Conversation. Sharing. Encourage pupils to share experiences and things they bring to school.
8:30-8:50	Outdoor Play Organize this period so that pupils are acquiring motor skills and growing in interpersonal relationships.
8:50-9:05	Washroom Routine and Serving of Milk C[illegible]sation groups for milk drinking time. P[illegible]pils participate in the serving and clean-up.
9:05-9:30	Story Time and Dramatizing of parts of the story. Many opportunities for choral practice and small group repetition, as well as individual characterization, will occur. Often, let the whole class drill on the lines of one character before asking an individual child to say the lines.
9:30-9:50	Free Play Frequently, children will get their ideas for this period from the story time theme.
9:50-10 :10	Washroom Routine, Drinks and Rest Quiet records during rest period.
10:10-10:40	Pattern Practice and Work Period Develop a Concept, give oral practice on it and have related work at pupils tables.
10:40-11:00	Music and Rhythms
11:00-11:10	Washroom and Serving of Ice Cream
11:10-11:30	Conversation while pupils eat ice cream. Fin[illegible] Plays Or[illegible] review of the day's accomplishments.

Encouragement of things to look forward to at school tomorrow.
Children leave with a happy feeling of success, eager to return.

Dismissal

Monday:

Opening Conversation:

Telephone Conversation:

Hello, how are you?
I'm fine.
What did you do last week?
We went on a trip.
What did you see?

Group Pattern Drill:

We saw a train. (bus, truck)
We saw some trains. (buses, trucks, etc.)

Give practice on "going to future"

I'm going to be a bus driver.
I'm going to be an engineer.
I'm going to be a truck driver.
I'm going to be a teacher.
I'm going to be a nurse.

Work and Pattern Practice Period:

Last week we saw that trains and buses and trucks bring food, clothing, and other things to Imperial Valley. People in Imperial Valley raise things to send away from here.

Farmers grow alfalfa. (hay, tomatoes, lettuce, melons, etc.)
Trains take hay away from Imperial Valley.
Farmers need water to grow hay.
Farmers raise cattle.
Trucks take cattle away from Imperial Valley.

Draw and tell about something farmers grow in Imperial Valley. (Use large newsprint) Suggestions: hay, bales or in field; cows, trees, fruit, lettuce, tomatoes, etc.

Encourage conversation as pupils work.

Music: Continue teaching: When the Train Comes Along: p. 74, in Music Through the Day.

Finger Plays: The Engine (Started last week) (Austin, Texas Bulletin #642)
Here is an engine (Use left arm for track and let the right hand be the engine)
That runs on this track (Run up and down arm)
It whistles--"Toot-Toot"
And then it runs back. (Appropriate actions.)

Closing Period:

Conversation: Last week we went to El Centro.
We saw trains.
Trains take hay (cattle, vegetables, grain, etc.) away from Imperial Valley.
Trains take food (melons, tomatoes, etc.) to people in cities.
Today we drew pictures of some of the things trains take away from here.

Pupil one: I drew a tomato. (To next pupil) What did you draw?
Pupil Two: I drew some hay. (To next pupil) What did you draw?
Pupil Three: I didn't draw anything. (To next pupil) What did you draw?

Continue until each child has had an opportunity to respond.

Tuesday:

You have received an envelope of pictures showing items which have one part missing. Select only pictures appropriate to the interest and ability of your group.

Suggested Patterns:

The wagon needs a handle.
The dress needs a sleeve.
The snowman needs a head.
The door needs a doorknob.
The coat needs a button.
The swing needs another rope.
The watch needs another hand.
The bicycle needs another handlebar.
The girl needs another skate.
The pencil sharpener needs another handle.

Game: Place the pictures along the chalkrail. Pupil One selects a picture and shows it to the class.

Pupil One: What does this coat need? (He calls on one of the pupils who has indicated willingness to respond by raising his hand.)

If the pupil selected has difficulty, the teacher quickly provides the help he needs. This pupil selects the picture he wishes to ask about. Pupils who need to build confidence can be encouraged to select a picture some other child has used and for which he has mastered the patterns.

Work Period: Develop the concept that farmers need water. Pupils may draw a water canal. Some will include irrigation ditches to a farmer's field. Encourage discussion of the pictures.

Wednesday:

Discussion: Things children need:
Children need to drink milk.
Children need to eat good food. (fruit, vegetables, eggs, etc)
Beans are good food.
Children need to brush their teeth. (wash their hands, etc)
Children need to see the doctor. (Build happy attitude about the importance of the doctor.)

Pattern: Doctors help us. (Substitute "Nurses"and Dentists" for Doctors.

We need to help doctors help us.
How do we help our doctor?
We eat good food.
We go to bed early.
We wash our hands, etc.
We are our doctor's friend.

Work and Drill Period:

Reinforce concept of being a friend to our doctor, cooperating with him. Cut out and paste to make it fit the head, a nurse's cap. Make it of white paper. Boys make nurse's caps to take home to their sisters or friends. To make, cut paper in the form of a T. Fold to form cap. You may cut a pattern for pupils who have trouble cutting their own. An easy direction for pupils who have trouble cutting their own, is to fold a piece of 12 x18" paper to make a double 9" x 12" piece. Cut out the open corner at the bottom. When it is opened it is a big T-shaped paper which can be folded to make a nurse's cap.

Music and Rhythms: I want to Be a Farmer, p. 58 of Music Through the Day.

The authors make the following suggestion: "I want to drive a tractor.. bring cows from pasture....cut and bale alfalfa. We can sing about and dramatize many of the farmer's chores." (Limit to vocabulary appropriate to this area.)

Review: The Farmer in the Dell

Closing Conversation Period: Encourage pupils to bring their mothers on the trip scheduled for Friday.

Thursday:

Opening:

Pupils discuss Health and Safety.
We saw good food at the market.
We saw...(Milk, beans, bread, fruit, etc.)
Doctors are our friends. (Nurses, dentists, etc.
Doctors help us.

We look both ways when we cross the street.

Learn:

Crossing the Street
We use our eyes.
We use our ears.
Then we use our feet.
When we cross the street.

Dramatizations:

Manipulate the acting our of serving a small group milk. Have the participants use "Thank You," "Please," "Would you like some ... ?" and "May I have some..."

During the Nutrition period, the entire group will re-enact the dialog of this demonstration.

Work and Drill Period:

Develop the concept that "Red means Stop and green means Go" Pupils will cut out "Traffic Lights", discs of red and green construction paper. They will use these in dramatizing and playing traffic games.

Game: The policeman, holding his green disc overhead, stands in the center of the room. "It" is the leader for Follow the Leader. He leads the line of pupils around the room to the tempo of record music, weaving in and out ~ ~ holding his arms in various positions which the others must follow. When the pupil in the center of the room quickly changes green disc for the red one, the leader must stop instantly. He may go when the green light is again held in view.

Change leaders often to keep interest high.

Closing Period:

We say "Thank you" at school.
We say "Thank you" at home.

Teacher: Sandra, who do you say "Thank You" to? (Make it clear we say this to many people, but each is to name just one.)

Sandra: I say "Thank you" to my Mother. (To Manuel) Who do y u say "Thank you" to?

Manuel: I say "Thank you to my father. (To next child) Who do you say "Thank you" to?

Next Pupil: I say "Thank You" to my friends. (To next child) Who do you say "Thank you" to?

Continue this routine until all pupils have participated.

This chain conversation will give quiet pupils confidence to speak up. "Who do you say 'Please' to?" may be subetituted in the above routine.

Before dismissal, discuss the importance of all pupils coming to school tomorrow to go on the bus trip to the Health Center in El Centro. Encourage parents to accompany the class.

Friday:

8:00-8:20 Flag Salute and Roll
8:20-8:30 Washroom Routine and Preparations.
8:30 Buses load.
9:00 Arrive at the Health Center, El Centro.

The following procedure has been suggested by the County Health Center as a satisfactory arrangement for supervising the tour of the facility and immunizing the pupils

Personnel from the Health Center will act as guides and take pupils to see the various rooms of the building. They will take one class at a time. At the conclusion of the tour, teacher and helpers will line up the children for their immunizations. They will proceed directly from the doctor's station to their bus.

10:45 Arrive at Jefferson School:

Washroom, rest, ice cream, Conversation and dismissal.

Finger Play: (from Austin, Texas Bulletin)

Riding the Bus (Employ appropriate actions.)

The people on the bus go up and down, up and down, up and down
(substitute "the children" to vary.)

All around the town.

The wheels on the bus go round and round, round and round, round and round.

All through the town.

The doors on the bus open and close, open and close, open and close.

All through the town.

Sixth Week of Project Head Start Kindergarten

An important objective of this program has been to give the participating children the confidence and ability to communicate in English. We have provided opportunities for learning the speech patterns they need to express themselves. Drill and repetition have tended to make the selected patterns automatic. The environment has been manipulated to provide many opportunities for the child to use the vocabulary items he has learned in meaningful situations.

During the final week of Project Head Start, we will reinforce as much of the learned language as possible through dramatizations and role playing, stories, finger plays, songs, and games. It is hoped that each child will meet with success in using these skills. The teachers will give unobtrusive help to assure that he wants to continue his efforts to speak in English when English is appropriate to his situation.

Game to Help Pupils Give Attention:

Place five objects on a table. Example: scissors, pencil, eraser, book, and small ball.

Pupil turns his back while someone removes one object.

"It": What is gone?

Pupil must say quickly: The pencil is gone.

If he answers correctly, he may become "It" and be the one to remove an object while some other pupil turns away.

He may designate the pupil.

A variation of the above is to place five discs of different colors on the bulletin board. The pupil must tell what color is gone.

Sixth Week Shcedule

8:00-9:10 Opening Routines

Encourage sharing. Keep a checklist to assure at each child has a turn to tell something during the wee Take time to help the shy child plan his contribution.

9:10-9:00 Outdoor Play

Include five minutes of vigorous exercise, such running, walking, jumping, skipping, and leaping.

Help pupils learn to toss and catch ball; to bounball.

9:00-9:10 Washroom, Milk (Conversation while drinking lk) and Rest
When pupils finish their milk, they are to lie do and rest. Play soft record music.

9:10-10:10 Work Period and Pattern Practice

Discuss Community Helpers, give practice on appropriate speech patterns, and have pupils engage in rela seat activities.

10:10-10:40 Music and Rhythms

10:40-10:50 Washroom and ice cream

10:50-11:30 Story time: Pupils may finish their ice cream a the story is told and discussed.

Dramatizations of parts of the story.

Finger Plays and choral verse

Summary of days activities

Dismissal

Monday:

Outdoor Play: Teach large ball underhand toss.
(From Office of County Superintendent of Schools)

Feet should be separated with left foot slightly in advance.
Ball is held in both hands at arm's length in front of body.
Start movement by bending knees slightly and bringing ball down between them.
Straighten knees.
Carry ball underhand upward and release at waist height.
Aim at waist or belt of receiver.

Work Period and Pattern Practice:

Teach: "On the table," "in the bottle", and beside the table"

Discuss: We went to El Centro
We saw the doctor.

Dramatize: In the Doctor's Office.

Practice: Put the bottle on the table. (substitute pencil, scissors, glass, etc.)
Put the water in the bottle. (substitue glass, cup, carton)
The pencil is on the table.
The pencil is in the box.
Sit beside the table.
Put the book beside the box. etc.

Following directions: Give each pupil a sheet of newsprint. He is to do what you tell him.
To pupil One: Draw a red ball. Put a blue ball beside it.
To Pupil Two: Draw a green line. Put a red line under it.
To Pupil Three: Draw a yellow table. Put a blue bowl on it.

When pupils have had time to complete the assignment, let them tell what they have drawn. (This is not a test; so circulate and give help where it is needed. Encourage many repetitions of the assignment as each child works.)

Music:

All of "Go Tell Aunt Rhodie" can be played on the tone bells. Pupils will be familiar with the vacabulary and will enjoy the tune. They may want to add lines they compose themselves. Go Tell Aunt Rhodie, page 19, in Music Through the Day.

Tuesday:
Sharing:

You have received an envelope of pictures showing children doing various things. Pass them out to pupils and let them tell about the pictures they receive.

Suggested Patterns:

Here are three children. They are playing ball.
Mother is reading a story to the children.
The boy is calling his dog.
The girl is sleeping. She is sleeping in her bed.
The girl is eating her breakfast. She is going to drink her milk.

There are twelve pictures in the envelope. Encourage several sentences about each.

Work Period:

Thursday, we will visit the Alpine Dairy, near El Centro. Build background for the visit by teaching about cows and milk.

Continue the directed activities started yesterday to give practice on colors, and prepositions of location.

Rhythms:

Help one or more pupils to demonstrate the act of climbing the steps of a bus and finding a seat on the bus. Add soft clapping accompaniment to the rhythmic movement. The teacher, one child, or several children can develop the beat as they accompany by clapping, playing bells or rhythm sticks. Encourage other children to join in. Help pupils decide when the rhythm should be fast and when it should be slow.

Music Through the Day, page 68, Skip to My Lou.

Wednesday:

Conversation: Place the twelve pictures from the envelope on the chalk rail. In rotation, ask questions about each picture. The questions should require that the child answering select the correct pronoun.

Pronouns:
Patterns: Who is sitting on a chair?
He's sitting on a chair.
(Practice on the choice of the right pronoun. "He" not "She")
Who is reading the story? (Indicate appropriate picture)
Mother is reading the story. She is reading the story.
Who is listening to the story?
They are listening to the story. (Child points to the group)

Work Period:

Develop concept that milk is used for many things besides drinking. Let pupils decide which of these things to draw, a dish of ice cream, a cow, or a glass of milk.

Thursday:
9:15 Buses load for a trip to the Alpine Swiss Dairy.

9:30 Tour of Alpine Swiss Dairy. Pupils will remain with their own classes during the tour of the air-conditioned milking barn and the penned area.

10:30 Buses load for return trip.

11:00 Drinks, washroom and rest. Serve ice cream.

Conversation about trip.

Dismissal

Friday:

Conversation: What we saw at the dairy.

Free Play: Some of the girls may clean the play house equipment, boys may help prepare blocks and toys for storage.

Songs and Rhythms: Make this a happy time during which pupils may request the singing of favorite songs and the doing of their choice of rhythmic activities.

Good-Byes and Dismissal: Allow time at the close of the day for a happy recounting of the pleasant experiences of this summer's days together. Have the boys and girls looking forward to school in September.

Please tie flannelboard picutres I have sent, Instructo cut-outs, and telephones together and place in the office to be returned to Dool. Thank you.